Elections for next year's News staff will be held on April 16 at 7:30 p.m. at the News office

Wellesley News

True confessions of a Trekkie, see page 3

VOLUME LXXI NUMBER 18 WELLESLEY, MASSACHUSETTS FRIDAY, APRIL 11, 1975

Hathaway: No texts

The Board of Trustees of Hathaway House bookstore voted "with deepest regret" to discontinue textbook service to Wellesley College on April 1, 1976. The Hathaway House Board, which precludes eight representatives of the College, found this action necessary because supplying textbooks to the College has become overly complicated over the past several years due to paper shortages, high printing costs, and out of print textbooks.

"Hathaway can now become a better bookshop for the College and the community by building a collection of non-required books which reflect academic as well as general interests," said Cynthia Post, President of the Hathaway House Board. Hathaway House will continue the campus supply store and will help the College search for an alternative textbook supplier.

Since Hathaway House will service the College until April 1, 1976 there will be no disruption in ordering texthooks for next fall. President Newell responded, "The College will immediately begin a search for alternative arrangements. We are grateful for the long years of dedicated cooperation."

President Newell presents College budget to Academic Council.

Wellesley to participate in plan to help Boston public schools

by Sharon Collins '77

On the Thursday before Founder's Day Weekend, President Newell was called to the chambers of U.S. District Judge W. Arthur Garrity, Jr. Because Newell was so busy at that time, she sent a representative, Maud Chaplin who is Dean of Studies of the College.

At this meeting, Garrity shared with presidents and representatives of Boston area colleges and universities a confidential plan to involve the institutions in helping to integrate and provide high quality education in Boston public schools. The plan has since been widely publicized.

Chaplin succinctly summarized the complex plan in her memo to Newell: "The essence of the plan is to redistrict the educational zones in Boston, to create in each district a city-wide magnet high school, and to identify that school with a particular college or university."

The four court-appointed Masters, who were the primary developers of the plan, request that "the participating institutions of higher education be expressly enabled to share in the direction and development of curriculum and instruction under contractually devised and court-sanctioned contracts with the school department." Their idea is for these institutions to "serve as fiscal agents, for research, teacher training, curriculum and program development, grants and contracts."

The seventeen colleges and universities which have been designated to participate in the plan are: U. of Mass. (Boston); Bunker Hill Community College; Boston State College; Boston U.; Northeastern U.; Harvard; M.I.T.; Emmanuel; Tufts; Brandeis; Regis; Wellesley; Emerson; Boston College; Wheelock College; Simmons; and Suffolk. Wellesley has been tentatively paired with the city-wide magnet Boston Latin School. Initial funding for the program must come from the colleges; however, it is the hope of the Masters that eventually this program can be funded either through federal or foundation aid.

The following Tuesday, all of the college and university presidents met to discuss the plan. This meeting was attended by both Newell and Chaplin. According to Chaplin, the general feeling was that, although the details of the plan seemed quite vague, it was a great opportunity for institutions of higher education to become involved in solving a serious, "real world" problem.

However, concern was expressed that plan guidelines must take into account the current limits of the institution's capacities. Another concern was that in no way should the institutions enter into the governing structure of the Boston School System. A joint letter was drafted to this effect and signed by all except the President of Boston U. Being extremely enthusiastic about the plan, he did not want to sign the joint letter which included several reservations, so he wrote a personal letter in support of the plan.

The colleges are scheduled to begin initial negotiations with the schools by April 15 and more details should be made public soon.

Half million of reserve funds to bolster budget, Newell says

by Elene Loria '77

On Thursday, April 3, President Newell addressed a meeting of the Academic Council which was open to the entire College Community. The major issue was the AAP's budget report which will be presented to the Board of Trustees for approval on April 10.

Newel stated that considerable new moneys will be available next year. An expected 1.4 million dollars in gifts from alumnae will go toward the operating budget.

If the recommendations made to the Board are accepted the College will have $792,000 at its disposal for salary and wage adjustments. This would allow a salary-wage base increase of 9%, above that of 1974-75.

Newell declared, "In order to maintain academic excellence in the future, the salary budget is in the highest priority."

The actual distribution of moneys has not been decided upon. Scale rates will be worked out in the future through collective bargaining with the College workers' union.

Money for the pay increases will come from: (1) the 1975-78 tuition increase (the largest single increase in the history of the college) (2) cuts and redirections in spending and (3) the usage of ½ million dollars of reserve funds

Mr. Joseph Kiebala, Vice President of Business Affairs explained the distinction between reserve and endowment funds, defining reserves as "unspent balances for gift funds which had been transferred directly into the endowment pool and have accumulated income over the years." The College has accumulated about 8 million dollars in reserves. Half of the amount is restricted and cannot be used for operating costs.

The recommendation to use reserve funds caused considerable question among the members of the Council. Both Newell and Kiebala acknowledged that it will be the first major encroachment into the reserves, encompassing about 10% of the total fund.

Newell seemed confident that the suggestion would be approved by the Trustees. She assured, "This decision has been considered in our ten year forecast. It is a major step in using reserve funds judiciously."

Financial aid will be offered next year to all accepted students demonstrating need. However, none of this money will come from the operating budget. Wellesley has large pools of alumnae gifts and federal and state aid for this purpose.

Despite the importance of the matters discussed at the meeting, student attendance was poor.

Joseph Kiebala, Jr., Vice President for Business Affairs, listens to Newell's presentation.

Wellesley and M.I.T. Poli Sci exchange

Curriculum changes for 1975-1976 include an expanded exchange program between the Political Science Departments of Wellesley and M.I.T.

Four courses, two from each school, will be taught on a rotating basis between the two campuses. Two faculty members from each institution will participate in the exchange, teaching one of the four new courses.

The faculty members and their courses are:

— Marion Just, Wellesley, teaching a seminar on "Private Interests and Public Issues in American Politics."

— Alan Schechter, Wellesley, teaching a seminar on "Law and Social Change — Emerging Constitutional Rights of Women, Racial Minorities, and the Poor."

—Lorenzo Morris, M.I.T., teaching a course on "Ideology and Participation in Black American Politics."

— Myron Weiner, M.I.T., teaching a course on "Political Crises in South Asia."

Schechter and Weiner are the chairmen of their respective departments.

The exchange between Political Science Departments is considered to be exempt from the enrollment limitations normally applied to the M.I.T.-Wellesley exchange program. Enrollment in any of the four courses will not prevent participation in other courses at either institution.

Members of the faculty in Political Science at Wellesley hope that registration for the courses will be almost 50-50 between the two schools, a ratio rarely attained in regular exchange courses.

Trustee Darling discusses budget

by Margaret Kalvar '78

Nelson J. Darling, Jr., chairman of the Wellesley College Board of Trustees, spoke informally to a group of students in the Freeman living room last Sunday. Also present was Marshall Goldman, chairman of the Economics Dept. The subject was the Wellesley budget and fund-raising issue, seen from a trustee's viewpoint.

Darling explained the structure of the budget, saying that the trustees project Wellesley's financial position over a ten year period. He described the rise in the operating budget, which has been doubling every ten years since 1952. It currently costs about $18 million to run the college.

The overall budget for the next academic year was presented by President Newell to the trustees earlier this week. Darling said Sunday that he expected it to be higher than he would choose, looking at the ten year predictions, but made no other comment.

Where does the money come from? Darling said that tuition fees cover 45%-50% of the net educational cost per student, which includes faculty and staff salaries and scholarship moneys. The rest is provided for by interest on Wellesley's endowment fund and by alumnae gifts.

The trustees' goal is to create a balanced budget for the College while maintaining Wellesley's academic standards and offerings. Since they cannot raise tuition as fast as inflation demands, the College, according to Darling, must build the income-producing endowment fund. As of now, there is a $7 million gap between the money supplied by students and the overall budget needs.

To fill the gap, Darling said that Wellesley must draw upon its "broad base" of financial support for the added endowment money. He called the Wellesley Alumnae Organization the "best organized group of fund-raisers of any women's college," citing the numerous drives and telephone campaigns the Alumnae Organization initiates.

When asked if Wellesley College has ever operated under a deficit, Darling qualified the meaning of that term. "In a sense, always," he said, but went on to mention that the first level of deficit referred to expenses not covered by payments by students and their families and endowment income. Even for a student paying the full tuition fee of $2,800 (as of 1973-74), the College gives a "hidden scholarship" of $2,736 to cover the total net educational cost per student. He said that room and board money is primarily supplied by the students' fees.

Darling hopes that, during the next decade, Wellesley will continue to raise more revenue from alumnae gifts and from foundations. At present, some principal from the unrestricted endowment is being loaned from the Building Fund to be paid to contractors for the New Science Center and the library improvements, thus making more alumnae gifts essential to rebuild the endowment.

Due to last year's high interest rates, the College's income from endowments went up, so there was

Continued on page 7

Security hires consultants

Joseph Kiebala, Jr., Vice President for Business Affairs, announced recently that three professional consultants have been hired in the security field.

Gerald A. McDade, one of the consultants, has developed systems at M.I.T., Tufts University, Boston University, Brandeis, and others. He will concentrate on residence hall hell desk and door communications with security headquarters.

Herbert T. Voye of Tufts University established the campus police department there and has served as consultant for a number of other educational institutions.

James Olivieri has reorganized the security system and police force at M.I.T.

During the remainder of April and into May the consultants will observe and evaluate current security programs.

Questions or comments on security matters should be addressed to one of the following people:

Lucille Knight	214
Susan Fedo	701
June Murphy-Katz	507
Joseph Kiebala, Jr.	213
Nora Wells	541

Campus Notes

A Student Guide to Classes, a publication consolidating students' evaluations of Wellesley courses, will soon be compiled for the next academic year. The editors of the Wellesley guide emphasize that the usefulness and respectability depends on the quantity and quality of serious evaluations.

Questionnaires will be sent to all students in two weeks. Additional forms will be available in all dorms as well as Schneider Info Box.

Walk for Hunger

A twenty mile Walk for Hunger on Sunday, April 20th will raise money for direct feeding programs. The Greater Boston Walk for Hunger will fund ten agencies in Boston as well as three overseas projects. The walk will begin at Boston Common. For more information contact Maru O'Brien in the Chaplaincy Office in Cathy Hall in Munger.

Orientation Committee

The orientation committee for 75-76 is being formed. There are openings on the core committee for three freshmen, one non-resident and one transfer and exchange representative. Applications are available at Schneider Info Box and are due Monday at the Info Box. Interviews will begin Monday at 8 p.m. in 100 Billings.

Shakespeare Society presents "Twelfth Night" tonight at 8:00 p.m. and tomorrow, at 7:00 p.m.

Winter Term

Students interested in working on Winter Term '76 should attend a meeting Monday, April 18th at 4:15 in Davis Lounge. Those interested in teaching or planning a specific course should talk to Arthur Gold or Steve Nelson.

Legenda Editor

Anyone interested in being editor of Legenda should get in touch with Jean Donovan, Claflin, before Wednesday, April 16.

Phi Beta Kappa: Members Elected March 18, 1975

Class of 1975

Arkush, Rochelle
Berliner, Anna
Bhardwaj, Nina
Bloomer, Sarah Katherine
Bohne, Leton M.
Chin, Pamela J.
deHoyos, Debora Marie
Dougherty, Monica
Hale, Melissa Ann
Heintz, Kathleen G.
Hofferl, Barabara Nell
Inge, Carol
Istvan, Cheryl Lynn
Johnston, Susan Allison
Lawton, Nicole
Lemkin, Margaret Catherine
Moran, Anne E.
Nogelo, Valerie V.
Pignotti, Susan
Pskowski, Patricia Ann
Rieth, Susan Helene
Robbins, Janet Irene
Roberts, Jean V.
See, Ananna W.
Skelly, Lyndon M.
Smith, Stephanie E.
Weissman, Cheryl
Wolf, Holly Jo

Class of 1976

Beegel, Susan F.
Campisi, Gilda M.
Groton, Anne H.
Hampton, Jean Elizabeth
Horton, Elizabeth E.
Jones, Camara
Manelis, Jocelyn B.
Mills, Claudia
Neville, Anne C.
Otis, Nancy E.
Rose, Linda Hannah
Skettino, Sandra Lee
Weigert, Jean M.

• Note: An additional number of seniors will be considered after second semester grades are in.

The following members of the class of 1975 have been elected to serve as Class Officers for five years upon graduation:

Linnie Little	President
Bea Moe	Vice President
Betsy Barr	Secretary
Michaela O'Neill	Treasurer
Ronnie Catanese	Class Rep.

In Our Opinion

Orientation week: Planning needed

As the Wellesley Admissions Department prepares to announce to approximately five hundred women that they will be members of Wellesley's class of 1979, another segment of the college gets ready to plan the welcome for these new freshmen. The time for organizing Freshmen Orientation Week has again come, but hopefully this year the planning will be done more efficiently, and the poor planning techniques of last year's orientation will not be repeated.

The main problem of the Orientation Program was the minimal funding allocated to cover the week's events. Although budget limitations exist campus wide, the expenditure of about one dollar per freshmen to be "oriented" was somewhat inadequate. Perhaps the addition of a small orientation fee to be paid by the incoming freshmen (a practice used by many colleges) would help alleviate some financial considerations.

Some other problems in the planning should be solved within the committee set up to organize the Orientation week. Although the dictating reasoning that the freshman class is the closest to their own orientation, so should be the likely ones to plan that of the following year is basically sound, this does not always hold out in practice. The main planning is done by the CORE committee made up of freshmen. The Committee might benefit more if instead it were made up of members from all the classes, all of whom would be able to share the experiences of their own first weeks. The enthusiasm of these freshmen members is not being questioned, but it is unwise to limit the organization to only one class.

Another difficulty encountered by the Orientation Committee of last year was the beaurocracy which resulted from the number of committees and subcommittees set up to supposedly cut down on the workload of any one or two people. The result, however, was conflicts in planning and endless meetings to coordinate the individual parts of the entire program. For this reason, many of the important decisions were put off and some were not made until the summer months and early September. A related factor in this confusion was that the actual organization did not take place until during the Reading period of second semester. This resulted in an unnecessary scramble at the end of the year to finish the work of planning. Next year's Orientation week cannot be a success unless the planning of it is begun soon in a coordinated, orderly fashion.

Finally, enough alternatives must be allowed for to avoid the lack of events which resulted when rain cancelled most of the schedule of some days during the first week of last year.

The first year (and those following) at Wellesley College can be very trying. Every effort should be made then to make the first week as enjoyable as possible.

Subsidies proposed For colleges

The current trends at Wellesley — tightening budgets, economizing in various areas and the increasing of tuitions — all reflect the dangerous economic straits private colleges and universities throughout the United States are bucking today.

Recently the new Carnegie Council on Policy Studies in Higher Education proposed a plan by which the Federal and state governments would provide annual subsidies for students in private colleges. The amount would be equal to one-half of the average amount given to public universities. Specifically, this federal and state contribution toward a student's tuition would be approximatley $750. Furthermore, a National Student Loan Bank has also been proposed through which long term borrowing and repayment over 20 years after graduation could be arranged. Measures such as these are progressively becoming more necessary.

No longer can students afford private education. Inflationary conditions persist. Tuition costs are burdens which students and their families are not forced to accept. Should more students choose to leave private colleges and enter state institutions, an overflow of students in public universities would occur. Hence the government would be confronted with even higher bills to pay in the form of increasing subsidies to these public institutions.

Just because some colleges and universities are private rather than public doesn't necessarily mean that their students should be denied basic services readily accepted and supported in public universities. The question of whether to have a Counseling Office would not be an issue in a state or municipal college and it should not be an issue at Wellesley.

Granted, costs are higher and certain economic cutbacks must be made. However when cutbacks infringe upon vital services, something is definitely wrong. Perhaps the time is ripe for directing more pressure upon government policy through such organizations as the Carnegie Council.

Letters to the Editor

NOTE: The Wellesley News welcomes feedback from its readers and will print all letters submitted to the editor. Letters should be typed (on 33 character line) and signed legibly.

Wellesley course guide planned Student cooperation needed

To the Editor:

A Student Guide to Wellesley courses has been talked about for years, but for reasons unknown, this kind of serious consolidation of student opinion never materialized. We are in the process of reversing this precedent, and we do it in the following spirit:

Not all courses at Wellesley are equal in either work load or quality. Not all courses meet expectations raised in catalogue descriptions, some occasionally exceed their stated goals.

Many students first become interested in a course after reading the catalogue. It is then the advice of friends, a catchy course title or a convenient class meeting time which influences their selection. Because of this, students rely on hearsay, chance, or the impression formed by attending the first few classes, to make an informed decision. This is often inadequate. Therefore the academic freedom we have of electing all our courses is diminished by the circumstantial and arbitrary way in which we select them.

Students who have already taken a class provide the most accurate and helpful source of information. They have seen how well initial expectations were fulfilled, and can evaluate the depth and care given to their work by the instructor. A course guide done well, encompassing the full range of opinion serves this function.

The guide to classes that we are presently working on will be based entirely on information obtained through a more precise and directed evaluation questionnaire than the one used by the College. The entire student body will receive these questionnaires, providing a large enough base to produce a reliable and representative account, essential to a useful source book. Each course description will include fundamental data such as the structure of the course (i.e. discussion or lecture), the work load and specific comments about the course as taught by a particular professor.

To gather data for the first edition, questionnaires will be sent to each student in approximately two weeks. One questionnaire should be filled out for each course taken in the fall semester, 1974. Additional forms will be available in all dorms as well as at Schneider Info Box.

It is absolutely essential that you cooperate by filling out these questionnaires. In order for a course to be included in the booklet a sufficient response is necessary as an inadequate one would not supply enough information for a comprehensive and legitimate booklet.

Any comments, criticisms and suggestions are welcome and should be delivered to the Schneider Info Box.

by Linda Kojabashian '77,

Soviet Repression protested

To the Editor:

The Committee Against Repression in the Soviet Union and Eastern Europe has been formed to protest the cruel and unjust treatment of the dissenters of those nations. It is our goal to publicize their plights and organize teach-ins in order to begin to have a restraining effect on the leaders of the governments of the Soviet Union and Eastern Europe.

Bystanders and even participants in our activities often ask: "Of course we are apalled by the treatment of dissenters in those countries, but is there a point to demonstrating if there seems to be nothing effective we can do to help?" The answer, as the Soviet and Eastern European dissenters never tire of repeating, is that public expression of protest is not only a symbolic act but is, in fact, the most practical form of assistance we can give to victims of political persecution. The international publicity given throughout the world to Sahkarov and Solzhnitsyn may not have protected them against harassment altogether, but it has nevertheless spared them from the much worse fate of imprisonment and enforced silence.

An equally significant humanitarian victory would be the return to their teaching posts by the eight dissident professors, fired from the philosophy department of the University of Belgrade, on the basis of their differences with the ruling party and government of Yugoslavia. Rectification of this situation may, in part, depend on international exposure of their cases.

On January 28, 1975 the Serbian legislature dismissed them on charges that they were involved in "activity contrary to Yugoslav socialist society, the principles of the constitution, the development of self-management, and the policy of the League of Communists." Raised also was the charge that they corrupted Yugoslav youth by "orienting youth toward political confrontation and revolt."

Their troubles with the government began in 1968, when they supported a student protest movement. They denied all of the recent charges against them in an open letter quoted in the January 31 *Le Monde*. A point made in the letter was that this crackdown on dissent has been symptomatic of growing Stalinist influence. "Characteristic of such a dogmatic conception of Marxism is the tacit recognition of the infallibility of the leadership of the party. Any disagreement with it is considered as sufficient proof of guilt."

In the United States, various professors have denounced the actions taken against the eight dissidents. Dr. Robert Cohen, Professor of Physics and Philosophy at Boston University, said "these eight professors are internationally known not only as scholars but as genuine and incorruptable socialists with no political aim against their own state." Philosopher Corliss Lamont has been reported to have cabled Yugoslav President Tito to initiate their reinstatement.

The Committee Against Repression in the Soviet Union and Eastern Europe plans to continue publicising the plight of victims of various kinds of political repression through teach-ins and other types of demonstrations. For further information please contact Bob Berger, 135 Antrim St., Cambridge, Mass. 02139

Yours Sincerely,
Robert Berger
Member of Committee Against Repression in the Soviet Union and Eastern Europe

College Fire alarms Inadequate

To the Editor:

At 8:30 p.m. last Saturday (Apr. 5), in Tower Court, the fire alarm went off unexpectedly. Fortunately, it turned out that a heat-sensitive alarm in one of the kitchenettes was set off by accident, but as far as everyone was concerned, it was a real fire. In the uproar that followed, several disturbing facts were revealed. The fire alarm systems in the dorms are NOT connected to the fire department or to campus security. Their only purpose is to warn students to evacuate the dorm. Therefore the first step in the emergency fire procedure should have been to call the fire department, then security. This seems absurd and brings to mind an image of someone standing in the middle of a burning building trying to talk on the phone. If the fire originated near the telephones, or if the telephone lines were burned, there would be no way to contact the fire department.

Almost immediately after the alarm went off, security was called (x 217) to inform them that the fire alarm accidently went off and to get someone to come and turn it off. There was no answer so the college operator was called. The total time that elapsed between the time the alarm originally went off and the time the two security cars rolled up was over five minutes. The fire life of Tower Court is seven minutes. The fire life of most other dorms is five minutes, meaning that by the time security or the fire department arrived, the dorm could have been destroyed.

No one in the dorm was aware of the fact that the fire alarms are not connected to the fire department including the fire chiefs. If this had been a real fire, the fire department wouldn't have known about it until they saw the flames. By that time, the fire would have probably spread to Claflin and Severance and they could have been lost too. The problem doesn't lie with the fire chiefs but with their training. They are trained for fire drills, not for real emergencies.

Another disturbing observance is the time it took for the students to get out of the dorm. The majority of the students didn't start coming out until 4-5 minutes after the alarm. Some people even ignored the alarm until 10 minutes after it started.

If the college is so cautious that they have very sensitive heat-triggered alarms, why is that effort wasted? This potentially dangerous situation has to be corrected. Although fires are rare, they DO occur and the college should be especially conscious of the extent of their damage. Remember March 17, 1914 .....

by Alice Carpenter '78 and
Lucy M. Van der Wiel '76

"ONE OTHER THING, SOLZHENITSYN — TURN OUT THE LIGHTS WHEN YOU LEAVE!"

The Library Policy Committee seeks student reactions to the loan system for materials on reserve. The Committee is conducting a poll, April 7 to April 20. Ballots are in the Reserve Book Room of the Margaret Clapp Library.

Wellesley News

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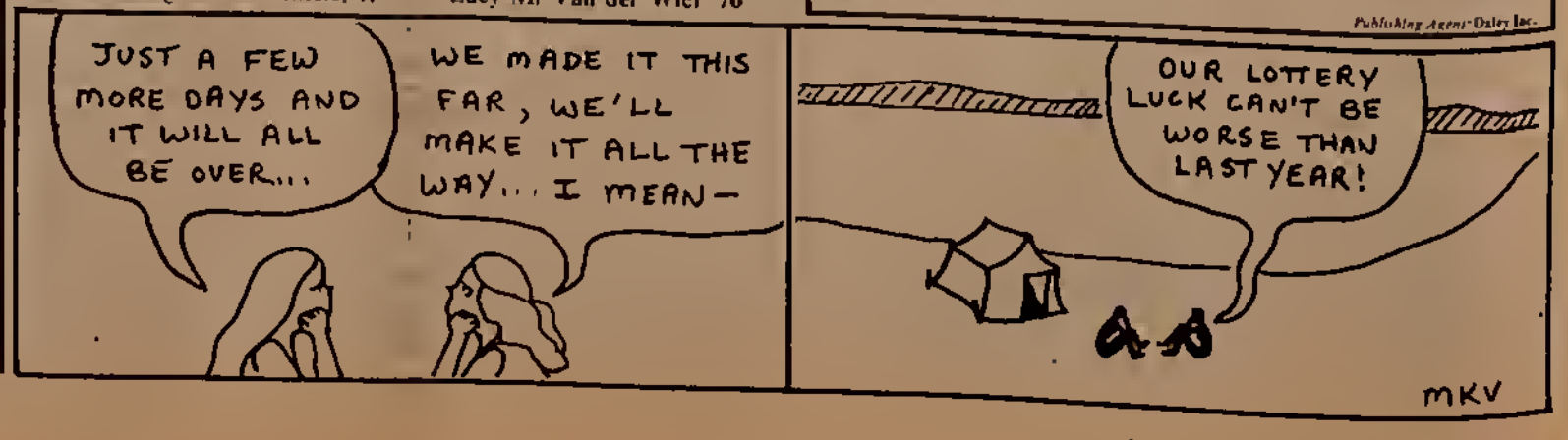


The Trouble With Trekkies Or ...

Out of the closet and into the Americana

by Debbie Wing '75 and Laura Turoff '77

There are TREKKIES, and then there are Trekkies. The former species has its fanatics, those who are willing to memorize 56 scripts, and spend over $100 for original tribble and a used Spock ear. (There are also the "glitter trekkies"-the ones who always seem to get into the news wearing revealing costumes, but who actually wouldn't know a Denebian slime devil if they fell on one.) Trekkies, though, are more common than you'd think, even in this great intellectual community. If you are one of those who secretly watches Star Trek alone in your room, there's no need to be ashamed. Yes, we know-Captain Kirk has a broad on every planet, and some of the scripts are downright embarrassing. Yet considering that Star Trek pioneered in 1966 as the first serious sci-fi series, the drama is amazingly durable. Not only is the writing respectable science fiction, but the characterizations are well-developed, the special effects revolutionary, and the social commentary sometimes nearly profound in the way it advocates true respect for all cultures, races, and forms of life.

Star Trek has been off the air for six years, yet its audience grows and grows. Proof is found in the fact that attendance of many Star Trek conventions nearly doubles each year. The phenomenon has even spread to Great Britain, where they have recently had their first convention. This year's 4th annual N.Y. convention was held in the Commodore Hotel from February 14-17. Last year the Americana Hotel was besieged by 16,000 Trekkies and many hysterical fire marshalls, so this time attendance was limited to 7,000 - several of them from Wellesley.

The activities were not all as inane as you might think. There were, of course, Star Trek episodes, the "Blooper Reel," trivia and costume competitions, recent sci-fi films, and an immense dealer's room filled mostly with Star Trek paraphernalia. Yet there was also some thought-provoking entertainment: panel discussions (by the stars, writers, producers, and technicians), an excellent art display and auction, a costume demonstration, a lecture by a NASA scientist (many NASA people are ardent Trekkies), and a visit from the inimitable Isaac Asimov.

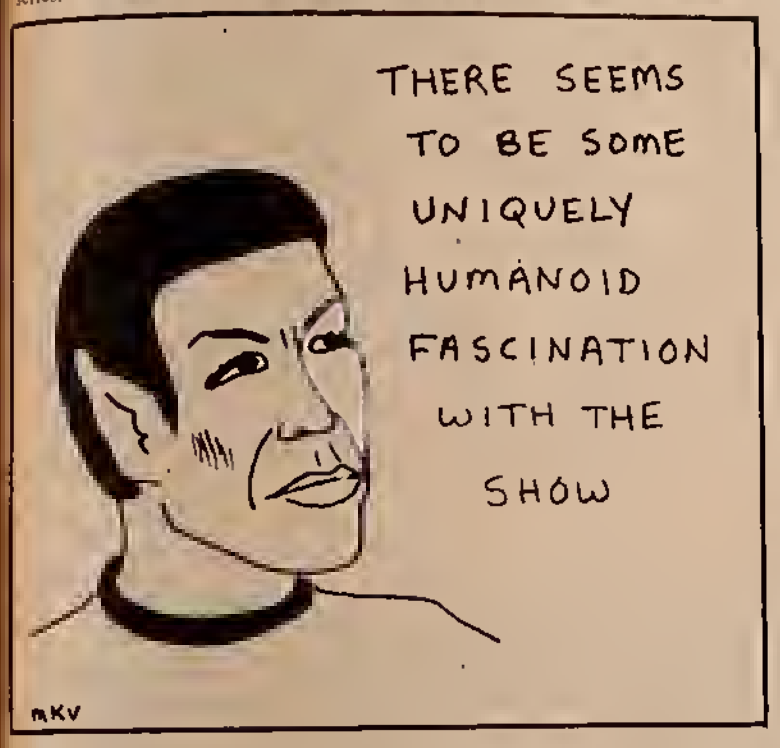
The conventioneers were anything but sterotyped. Although mostly high school and college students, there were a surprising number of folks over 30, many of them teachers, writers, and scientists. Since Trekkies are almost always general science fiction buffs, many of the panel discussions this year were intended to give advice to struggling young (and old) writers. Many Trekkies are also science-fact fans, interested in the discussions of the space program, opportunities in science, and the possibilities of the future.

Star Trek was the most expensive TV show of its time, and is still too expensive to revive in its original form. However, due to the great demand, Gene Roddenberry (its producer) has begun negotiations for several Star Trek TV movies, perhaps followed by a series of movies for theatrical release. The actors and format would remain essentially the same, but the dramatic and scientific statements would be brought up to date.

So, if you are not already a fan, force yourself to join those strange people in the TV room for a few good episodes. You'll find it's like eating olives - you hate them until you love them.

Live Long and Prosper.

Spock: "1,761,561 That's assuming one tribble multiplying with an average litter of ten, producing a new generation every 12 hours over a period of three days."



Intelligent life found in solar system!

GALAXY PRESS SERVICE — Government scientists at the Amen Research Center, operated by the National Aeronautics and Space Administration, have made initial contact with a race of intelligent human-like beings located on the Jovian moon Ganymede, third from the mammoth planet, usually reliable sources in Washington have revealed. The startling discovery was evidently made last Monday as Pioneer 11 satellite passed within several million miles of the Mercury sized moon.

Officials at the State Department confirmed that they were seeking an appropriation of 12.6 billion dollars for sending Henry Kissinger on a goodwill mission to Ganymede.

FORUM

Classes picked?

by Teri Agins '75

It's time again for underclassmen to register for next year's courses. And while classes become progressively more challenging, the secret to success not only lies in selecting the right major and courses, but also in choosing the right teachers.

Experienced upperclassmen can provide helpful insight about certain teachers. But you must remember to consider the source: past animosities or low grades can sometimes cloud someone's objectivity towards a particular professor.

One of the most misleading types of instructors are those that can be mistaken for students. I call them the Hip, Hip Hoorays. Clad in freaky motif, Earth shoes and Indian shirts, these teachers appear to be "hip". They "come down and relate" on the level of the students. "I get high, too," they proudly admit. Of course you can call them by their first names. Just don't be surprised when

Get high, too

grading time comes. They sometimes "come down and relate" in a more conventional manner.

My personal favorite instructors are the BP's (that's Beautiful Professors). This avant-garde elite don't look as though they belong on a college campus. Classic dressers, the BP's drive Volvos (among the 87% who are college-educated) or a similar foreign auto. En route to Schneider, they are the ones with a *New York Times* or *Wall Street Journal* casually tucked under their well-draped arms.

In class, the BP's can be either very enlightening or just plain sickening. All that showcasing loses much of its gusto after the first hourly or paper. Fortunately, the BP's don't give long assignments over vacations — they're too busy having fun themselves during holidays.

An upperclassman will never fail to recommend a scholarly teacher — the ones with the ivy-league covered credentials. Although these teachers may be authorities in their fields, very few

Ivy-leagued

of them can actually teach. Scurrying across campus, they hate to be late to class — and you'll be penalized if you are, too. They stick by the rules including taking roll or keeping the class late on a Friday before a vacation.

No wonder they wore wire-framed glasses before they came into style.

You brilliant sophomores who "just cahn't wait" to take 300-level courses should realize that early birds don't always fly.

Remember that a paper is not always better than an exam. A biology exam takes preparation while an English paper takes inspiration.

All that glitters is not told. Experienced students are sometimes embarrassed to recommend courses designed for fulfilling the distribution requirement. There's no point in sweating in a course for serious majors when you don't have to.

But be prepared to work — teachers realize that class morale is low in such classes. There's no such thing as receiving something for nothing at Wellesley.

Teddy: Camelot Revisited?

by Emily Yoffe '77

"Maybe he got a flat tire."

"Rich people don't get flat tires."

Senator Edward Kennedy (D. Mass) was 10 minutes late for his 9:30 speaking engagement at the Newton North High School auditorium.

At 9:45 Richard Adams, house master, went to the podium to explain that the Senator would be here shortly and would everyone shut up. He discovered the microphone was dead.

Some of his 2000 fans greeted him with cries such as "Vote for dull," and "We're leaving, we can't even hear ya!"

Suddenly the auditorium was filled with, "Oh my God, oh my God," "Look that's him!" and "Get outta the way, I can't see."

The Senator had arrived, face flushed, his left eye bloodshot, and in a rumpled blue suit. He was introduced through a Rudy Vallee-type megaphone.

The 2000 students and the excited cafeteria crew were on their feet, screaming and applauding.

The power of charisma was in effect that morning. As soon as Kennedy stepped to the podium a buzz went through the auditorium: the microphone was working.

Newton North High School is a new 6 million dollar structure. It had to be closed extra long over Christmas to fix the ventilating system which was dumping excessive amounts of asbestos into student's lungs.

Kennedy beamed at the crowd and said, "I hear your ventilation is as good as your sound system." He went on with "I want to keep this brief because I know you're all anxious to get back to class."

He had them in his hand. But somewhere between his ventilation quip and his exhortation that they must pick up the torch their older brothers and sisters had carried in the sixties, he lost them.

Kennedy did allow that perhaps the issues are no longer "clear or sharp." But that special interest groups are hoping today's students will sit out and be unlike the older brothers and sisters of the 60's who "turned political leaders around."

When Kennedy finished his speech he asked the students to applaud for issues that were of greatest concern to them. Inflation and unemployment won hands down over ecology and foreign affairs. Perhaps the youth of the 70's thinks taking time off from school to turn political leaders around is a luxury they can't afford.

Later Kennedy held a small news conference in the library for kids from the high school paper and local reporters.

He didn't look anyone in the eye and his hand shook as he held his coffee cup. He's not afraid to show pique when he doesn't like the question being asked. And when he likes the question he's not afraid to answer in infinite detail.

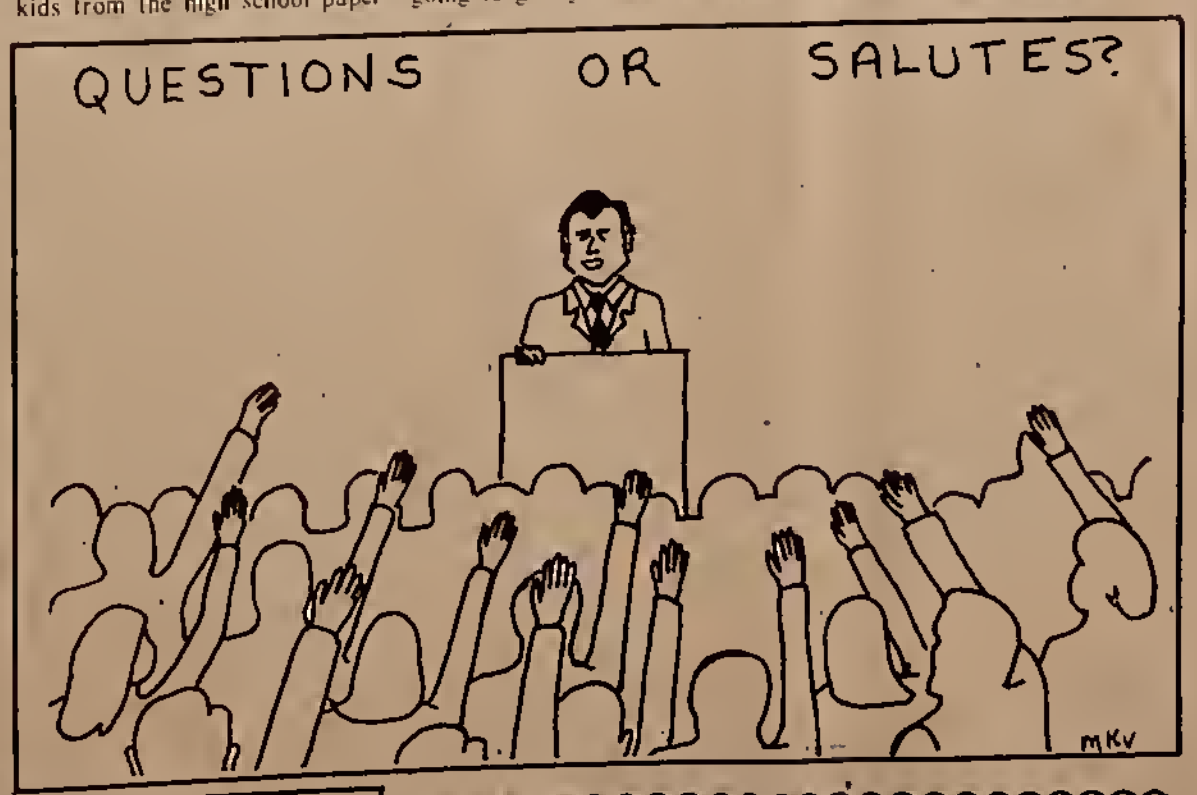
One woman asked him about laws regarding the marketing of dangerous contraceptives specifically the dalkon shield. This led Kennedy into a lengthy monologue about loops, pills, morning after pills, and perforated uteruses. He interrupted himself a couple of times to assure everyone he wasn't an expert on the subject, or say he realized he was getting more detailed than anyone wanted him to get.

Afterwards a woman reporter from a Newton Weekly whom he treated brusquely at the press conference said, "He's not going to give you answers about

the Democratic National Committee's selection process, but he won't stop about birth control. That's because he may have personal knowledge of every uterus in Washington."

After Kennedy left people stayed around to discuss his emotional state, his weight, his red eyes, and practically every other aspect of his being.

He wasn't anyone's white knight on a charger. But everyone was completely fascinated. And how many other public figures so captivate the imagination of their audience?



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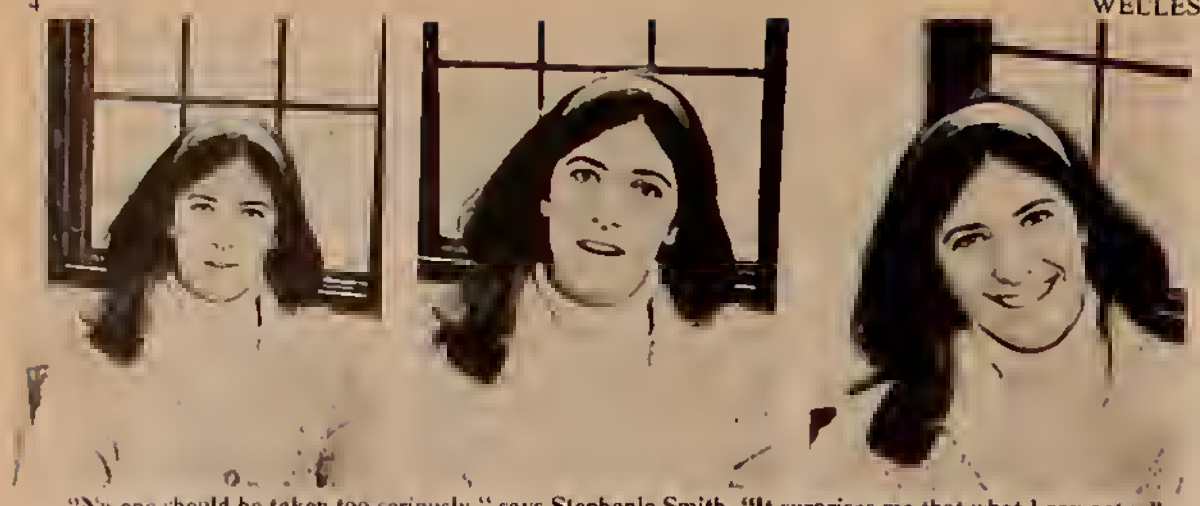


"No one should be taken too seriously," says Stephanie Smith. "It surprises me that what I say actually influences people's thinking at times. It worries me." photo by Sasha Norkin '75

An interview with: Stephanie Smith

by Sandy Peddie '76

"My immediate reaction to politics on the Wellesley College campus is that people take it too seriously. The stakes are not that high," says Stephanie Smith '75.

Taking this statement too seriously is a little difficult after discovering that Stephanie is Tower Court House President, as well as Chairman of House Presidents. Add to that the fact that she has been actively involved with campus politics during her four years here, as a Senate representative and Vil Junior. She is committed, but she means what she says.

Stephanie feels that a sense of humor is important and tries to combine that with an objective, rational approach to problem-solving. Whether she is fielding a complaint about no toilet paper in the second-floor bathroom or chairing a heated committee meeting on rooming, Stephanie's approach works. Those working with her commend her ability to bring calm to chaos and to consider all sides of an issue carefully.

Her interest in politics is both personal and academic. She enjoys people and is "always amazed" by human situations that arise.

Her individual major, Science and Public Policy, reflects her willingness to explore challenging new areas. A chemistry major as a sophomore, she became increasingly interested in the interrelationship of scientists and decision-makers. Although such a major had never before been attempted at Wellesley (and "the combination agitated people"), Stephanie was able to do it with help of two supportive faculty advisers and courses at M.I.T. An honors thesis helped to synthesize material.

She gained practical experience in this area as a Washington intern. Last summer she worked for the Council on Environmental Quality doing research involving occupational and environmental health.

Stephanie draws a distinction between her political involvement and feminist attitudes. For her politics is one interest, while feminism is pervasive. She notes that "Women are not raised to look for power. Many run away from it. Some who rise to positions of power feel guilty for having achieved them."

I don't think politics is a dirty word," she continues. "Politics is the way things are done. It's people coexisting."

Punctuating her next statement with emphatic gestures, she adds, "No one should be taken too seriously. It surprises me that what I say actually influences people's thinking at times. It worries me!"

Yet it is clear she does take people seriously. Her job as Vil Junior was one of her "most enlightening" experiences at Wellesley. She found satisfaction in watching a diverse group of people "mature into a place."

Her photography reflects her concern with people. Many of her subjects are friends, captured in moments ranging from pensiveness to hilarity.

A Phi Beta Kappa who claims she "should learn to read," Stephanie has interests as diverse as her photographs. They range from singing to yoga, but she especially loves film. "Hiding in the back of a dark theater is my form of escape!"

Aware that "as a woman you need a strong degree," Stephanie plans to attend Harvard law school next fall. M.I.T.'s political science department has nominated her for the Green Fellowship for doctoral study. Again trying an unusual combination, she hopes to combine Harvard law with study at M.I.T. Her career interest involves science and public policy, urban affairs, or "something else I may fashion on my own. I can't say there won't be other things I won't discover."

Upon Stephanie's door is an article concerning the rape case of Joan Little, "a good intellectual problem" and a colorful sticker of Charles Schulz' comic strip character Woodstock asleep on top of an Easter egg. Her only comment about it is "I like bizarre combinations of things that make people think."

Robert Shrum comments on 1976 Presidential campaign

by Sharon Collins '77

"America does not lose wars, America only fights just wars. Presidents of the U.S. are not corrupt, the FBI is good," said Robert Shrum. "These have been the long-time beliefs of the American people, but recent events have undermined the people's faith in these ideals."

Robert Shrum, former speechwriter for Lindsay, Muskie, and McGovern, spoke in Davis Lounge on the evening of Wednesday, April 2. His talk, which was sponsored by Forum and the Debate Society, was entitled "Presidential Campaigns: '72 to '76."

Shrum feels that there is no longer a solid "Middle America" whose ideology falls in the center of some hypothetical political spectrum. So-called middle Americans have moved either left or right or in some other direction.

"The accelerating alienation of the voters from the institutions is causing politics to burst its traditional bounds," Shrum said. He mentioned the extreme cynicism and irony in journalism as one result of the Viet Nam and Watergate era.

"I couldn't help but notice the juxtaposition of news stories on yesterday's evening news," he commented. "First, they showed pictures of the dead babies in Viet Nam and this was followed by a film of President Ford playing golf in Palm Springs."

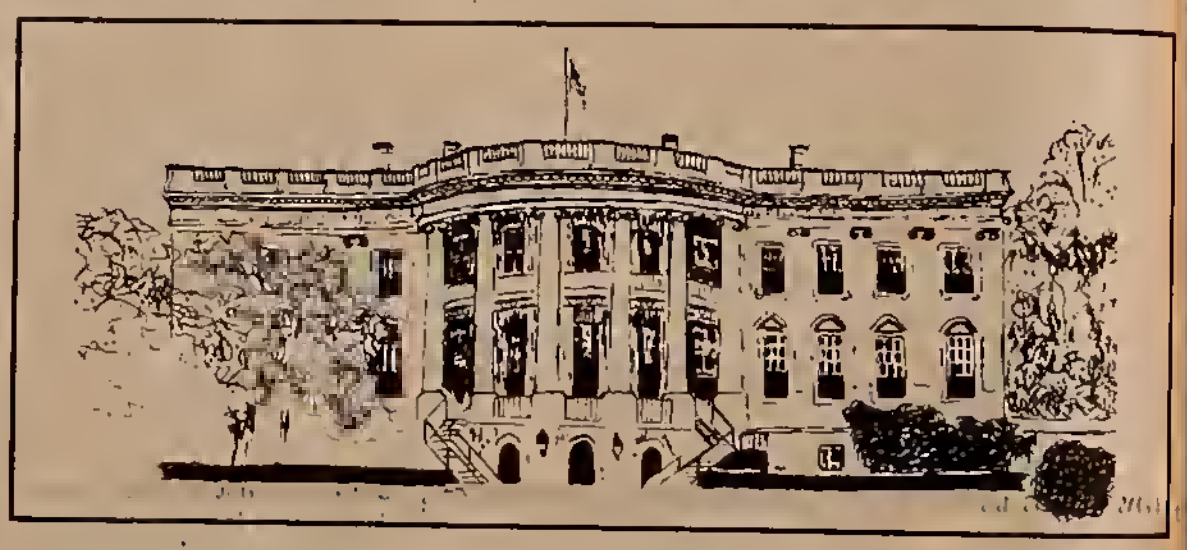
Shrum spoke of what he labels the "political elite," a class of people composed of politicians, office-holders, campaign organizers, political activists, and journalists. The political elite, he asserts, functions on a series of assumptions such as: (1) incumbent Presidents are not denied renomination, (2) ideological politics is bad politics, (3) non-office-holders do not get nominated for President. Because the political elite primarily talks to itself, these assumptions tend to be perpetuated.

In Shrum's opinion, two of the main issues in the '76 campaign will be defense spending and economic reform. He feels that proposals which may have seemed radical in the campaign of '72 will seem centrist in the upcoming campaign. "At this time, there is an opportunity for candidates to come forth with more far-reaching proposals for change than ever before because we are being confronted with new crises," he explained.

Shrum feels that the people want a President who (1) understands how desperate things are for individual families and will attempt to restructure the economic system, and (2) will give them hope by assuring them that the country will 'get back on its feet' and be a good place for their kids to grow up. For these reasons, Shrum believes that, were he to enter the race, Ted Kennedy would have a good chance in spite of Chappaquidick. "He is one of the few politicians around who has the capacity to re-inspire hope in the people," he said.

Kennedy, Humphrey, Muskie, McGovern, and Wallace are Shrum's choice of serious contenders for the Democratic nomination. He feels that none of the aspirants like Fred Harris and Morris Udall are "enough of a somebody" to win the nomination. "If the Democrats want to win the '76 election, they can't challege a Republican somebody with a nobody," he said.

Shrum made few specific comments about the Republicans. When asked his opinion of Ford, he replied: "I think he's a decent man who is honestly trying to do what he thinks is right; however, isn't this the minimum requirement for any President? Ford's problem is that he fundamentally misunderstands the country and the world." About Nixon, Shrum commented: "I hope he lives to age 100 so that he can read what all the eighth grade history textbooks will say about him!"



Emphasis on careerism increases among students

by M. Hale '75

"If there were a key word on campus these days, maybe it would be 'sensible.' No more groping toward the infinite—right, kids?—no more spotlight chasing. Grades are real, school is earnest, and after that The Job."

So begins the *Esquire* supplement on college '74 (September 1974). An article in *Harvard* Magazine (June 1974) reports a similar phenomenon in its more factual fashion. "In recent years, seniors graduating from college tended to regard a business career as an anathema. But no longer. This year's seniors are strongly concerned about being employable. This is reflected in recent surveys conducted at Harvard, Princeton, Chicago, Stanford, and other major universities. Preliminary results of the Harvard survey are eye-opening. Law moves ahead of medicine as the most sought-after profession. About 17 percent of the Class of 1974 went law, while some 15 percent went medicine. Business is not far behind."

What about the situation here at Wellesley? Women's colleges seem to be following, if not leading, the male trend. A recent *New York Times* article featuring Vassar (which went co-ed in the fall of 1970) stated that women colleges have become marketable as institutions with a potential for producing successful careerists. Co-education might not be the necessity it was thought to be in the sixties. Hence, there is an increase generally in applications for women's colleges.

Statistics verify trend

Statistics from the Center Services Office verify the trend towards professionalism at Wellesley in recent years. As Nancy D. Pratt, Career Services Counselor, put it, "The trend has been away from arts and sciences in the last few years and more towards the professional schools."

For the years 1970-1974: 381, 346, 402, 437, and 436 questionnaires respectively were returned to the Career Services Office by graduating seniors (about 90% of each class). In each of the first four years in question 13% of those who returned questionnaires went to do graduate work in the arts and sciences. Last year this figure dropped to 11% (48). The number studying education is also down, from 4% (17) in 1970 to 1% in 1974. Also in keeping with national trends, those going into teaching after graduation have decreased from 8% (31) in 1970 to 4% of the class in 1974.

Pratt reports, "Ten years ago I asked teaching candidates 'Where do you want to teach?' and now I have to ask, 'What else can you do with those skills?' "

On the other hand, the number of graduates entering the professional schools from Wellesley has been increasing steadily. Those studying business administration has gone from 1% (4) in 1970 to 3% (14) of the 1974 graduating class.

The growth is particularly notable this year Pratt said, in the number of business schools recruiting and the numbers of students attending the interviews. "Business administration schools encourage business experience," she pointed out, "so many more students are also attending corporation interviews."

The number studying law has increased from 20 (5%) five years ago to 36 (8%) last year. The trend is similar for those attending medical schools. Of those returning questionnaries 11 (3%) went to medical school after graduation in 1970 and 1971 compared with the 28 (8%) going into medical studies last year. Pratt points out, "There was formerly one medical advisor. But four years ago a committee was instituted which now has six members."

The percentages for professional schools are not equivalent to those of Harvard. But they are rising. And Pratt comments "Attitudes have changed."

The underclasswomen are seen by many as the most career-oriented. President Newell was in the March 14 issue of *News*, to feel the "professional emphasis at Wellesley has strengthened" and was further quoted as saying, "At this time, even the seniors and the freshmen seem a generation apart. The freshmen are extremely professional in orientation. They see their Wellesley education as part of the process of entering the job market. The seniors see their four years of liberal arts training as a broad base of knowledge from which to work in exploring alternatives."

Of the Wellesley freshwomen who answered the questionnaires in the national survey conducted in September by the American Council on Education and the UCLA Cooperative Institutional Research program 89.2% said they intended to pursue a graduate degree. Of those seeking further degrees, 33% plan to pursue a master's and 22% a Ph. D. 18.8% said they would seek an M.D. and 15.4% a degree in law.

These sorts of statistics raise certain questions such as what is causing this professional orientation? and how does this effect the quality of the liberal arts education?

Admissions Policy

In answer to the first question, many students seem to feel there must be a change in the admission policy in recent years favoring professional orientation. Mary Ellen Ames, Director of Admission, says there has been no such change in admission policy. Admissions are still, "based on academic ability and individual talents, strengths and interests." Ames points out that the personal statement on the application form allows the applicants the "freedom to say what they want." She goes on to say that there is no pointing towards careerism as in some college applications where the applicant is asked, "Where will you be in thirty years?" Ames did note there was an increase in the perspective students' increased awareness of Wellesley as a women's college and the advantages that might hold for them.

Economic Situation

Another answer to the increased professional orientation across the country has "a lot to do with the over-all economic situation," as Pratt put it. In fact, the American Council on Education reports that 24% of all American freshmen want to be doctors, lawyers or teachers because they think those professions are "secure." How secure may be debatable.

Molly Skardon '75, a sociology major, developed a different kind of answer in a study she did last term entitled, "The Arts in a Liberal Arts College." Her study centered on Wellesley. In it she hypothesized that department influence was an important part of the socializing process of this college and that consequently how a department's members "defined an undergraduate education in their field - as a mastery of technical skills or as an appreciation of the material and the approaches of the discipline" - effected the students' attitudes.

Skardon found that each department she studied had a different approach. She found views which ranged from Owen H. Jander's, former Chairman of the music department, who said, "We have a problem they might not have had in an earlier generation. We are in the business of producing professionals - like a factory, where things are made with career possibilities in mind," to views on the theatre studies department given by Paul Barstow, chairman, who stated "as the intention (of the theatre studies department) is not to produce working professions (though there have been some) but to cultivate an understanding and enjoyment of the theatre."

These sorts of differences lead to consideration of that second question, how does professional orientation effect the quality of the liberal arts education? Arthur Gold, Director of Educational Research, feels that "careerism is a recipe for conflict at a liberal arts school, but it may very well be a healthy conflict." He feels the problem comes in hiding the conflict. A healthy approach would be for "people to react sensitively and intelligently to the changes in the student body." He says, "It is healthy for an institution to worry about its basis. What right do we have to ask another to undergo the rigors of study? We must ask and answer that."

Gold feels students arrive here with a tendency towards anti-intellectualism. They will use the system to get somewhere. (He quotes from a student interview where the student stated she thought the degree was "worth it" although she "hated Wellesley".) On the other hand the faculty are "characterized by an idealism towards quality." "The administration," says Gold, "tries to support both."

Emphasis on Grades

Therein lies the cause of many student complaints, e.g. pressure, emphasis on grades. For example 515 of the 1332 (nearly half), who filled out the 1974-75 first semester questionnaire felt pressured more than they "consider reasonable and fair." Gold sees the pressure problem, in part, as a "motive problem." "Because we don't persuade the students of the values of a subject," he says, they see it as burdensome work rather than difficult but worthwhile work.

Another cause of pressure may be that students are just not equipped on college entrance. A *New York Times* article (3/19/75) recently reported "complaints have been growing in higher education about incoming freshmen whose writing, spelling, reading, and computation are driving professors to distraction." Gold feels the college has responsibility toward those students.

Gold speculates that a third cause for academic pressure might be the fact that at Wellesley it is "so difficult for a student to earn recognition outside of academics."

Gold stresses the fact that "Students are ignorant of the philosophy of their education. You've got to teach the importance of a system or ideology if

Continued on page 7

The way girls get ahead?

GOVERNMENT

Crunch put on SOFC's money

by Ruthanne Madway '76

At the April 7 Senate meeting Sue Challenger, Student Bursar, issued a financial statement discussing the gravity of SOFC's financial position. The report included a comparison of income and expenditures from the Student Activity Fund for the 1974-75 fiscal year with projected income and expenditures for the 1975-76 fiscal year. In addition, she issued a recommendation to Senate that total allocations made during spring budgeting be cut 5% from total grants made during budgeting in spring 1974.

According to her calculations, in 1974-75 income in the Student Activity Fund amounted to $117,627.94. This included $93,450 from the Student Activity Fee, $18,800.94 balance remaining from 1973-74, and miscellaneous deposits and interest on savings. Expenditures to date for the 1974-75 fiscal year have been $108,427. This figure includes $91,782 budgeted last spring and $16,645 allocated since October 1, 1974.

Sue Challenger compared these figures with those projected for the 1975-76 fiscal year. For 1975-76 total income is estimated at $98,200, an approximatley 16% decline from the $117,627.94 sum of this past year. The $98,200 figure includes $92,000 in income from the Student Activity Fee and $6200 from the checking account balance as of October 1, 1975, which includes estimated interest income from the SOFC savings account. For this reason, the Bursar recommended that Senate arbitrarily limit budget allocations this spring to $87,400, a 5% cut from the $91,782 in total allocations made last spring, to facilitate a $10,800 balance to be used for allocations during the 1975-76 academic year. She noted that this figure is "still over 50% less than last year's unallocated pool."

Also at the meeting, Peyton Morris, Vice President for On Campus Affairs, discussed revised plans for Spring Weekend. The outdoor concert scheduled for Sunday, May 4 will take place on the tennis courts and surrounding green located in back of Schneider. Two bands, Duke und the Drivers and The Commodores, have been tentatively chosen instead of the originally planned Santana concert. Peyton Morris explained that by the time Senate had voted the money for Santana following the student referendum, this band was already booked for that date. As is now planned, there will be no ticket sales for the concert. The costs of the concert will be defrayed by the $5200 grant from Senate, $1000 residual from Fall Weekend, $500 from MEZCLA and $1250 from Ethos, cosponsors of the event with On Campus Affairs Committee.

HOUSE PRESIDENTS AND VIL JUNIORS 1975-1976

BATES
Brenda King (76) — Janet Grey and Patricia Notopoulos.

BEEBE
Mary Lou Bell and Peggy Plympton (76) — Yolette Garcia and Iris Ingram.

CAZENOVE
Teri Pierce (77) — Nancy Chotiner and Kay Telesford.

CLAFLIN
Bonnie Shipe (76) — Pat Leung and Margaret McKinney.

DAVIS
President not yet elected — Crispin Birnbaum and Cheryl Black.

FREEMAN
Elaine Hoskin (76) — Threelsie Phillips and Leonora Willette.

MCAFEE
Leslie Ripple (76) — Phyllis Douglass and Tina Osborne.

MUNGER
Susan Baute (76) — Diana Farmer and Irene Monroe.

POMEROY
Anne Groton (76) — Claire Garrity and Dolly Lo.

SEVERANCE
Nancy Robinson (76) — Nancy Cassard and Susan Jackson.

SHAFER
Tita Bryant (76) — Carol Bodine and Donna Drvaric.

STONE
President not yet elected — Jill Karsten and Marilyn Lee.

TOWER COURT
Kathy Ploss (76) — Marilyn Kim and Anne Little.

Will there be room in the darms for every student next year? photo by Sasha Norkin '75

Squeeze on rooming space as Number of students increases

by Lila Locksley '78

With residence policy in the air and freshmen admissions decisions in the mail, there is a growing concern in the Residence Office and the Admissions Office about the number of students to be roomed.

Mary Ellen Ames, Director of Admissions, and Joyce Waddlington, Director of Residence warned students to make "clear, decisive decisions" during the rooming process as to whether they want to live on-campus next year. Because "the numbers are much more threatening this year," in-coming transfer students are not guaranteed a room, and students on the summer waiting list run a risk of not receiving a room at all.

The large size of the Class of 1976 places a strain on the number of spaces available to entering students. In the fall, many seniors from transfer programs will be returning. At the same time, the Admissions Office is trying to keep the size of the entering fresmen class stable, with an objective of "filling every bed."

Before March 1, students were required to pay a $100 Room Reservation Deposit, and to return a signed Residence Contract. From this information a "soft number" of current students needing rooms was tabulated. Unfortunately, this "soft number" is subject to changes because many decisions of leave of absence, transfer, exchange programs, etc. are made after the Room Reservation Deposit date.

Given a tentative number of residence placed available, the Admissions Office computes the number of students to be accepted, with the responses from Early Decision candidates in mind. The number determined for the spring applicant group includes transfer students and foreign students, as well as the incoming freshmen.

Many factors enter the final number of candidates accepted, wait-listed, and rejected. Some influences are the percentage of last year's acceptances who entered in the fall, any changes in our competition's class size (in numbers of women), the increase of fees, the economic climate of the country, and the financial aid available to entering students.

The total number of students to be accepted is determined by Mary Ellen Ames alone, and this decision makes her "very nervous."

Wellesley accepts two students for every one place, with a special class size in mind. Last year's freshmen class (Class of '78) fulfilled this number perfectly; Wellesley did not over-accept as popular rumor contends.

However the chance exists that more prospective freshmen will chose Wellesley this year than predicted, and this possibility is creating a serious concern.

As a "cushion", Admissions is not guaranteeing accepted transfer students a room. Although the 70-80 students on last summer's waiting list received rooms, Ames and Waddlington said it was unlikely that they could room the same number this summer.

Waddlington also stressed for students who are not living in dorms next year, to inform the Residence Office of their plans. She also urged students to "think seriously before dropping out of the rooming process"; because of the increased numbers of students to be roomed, "summer placement involves a great risk."

Wellesley welcomes the newly accepted

by Anne Groton '76

Students newly accepted to Wellesley will be visiting the campus during "Open Campus Days," Thursday and Friday, April 17 and 18, and Monday and Tuesday, April 21 and 22. The program was initiated last spring by the Board of Admission, and is designed to aid pre-freshmen in making their final college choice.

This year, Open Campus Days are being planned and organized by a student committee, co-chaired by Marsha Bristow '75 and Jacy Strauss '77, in cooperation with the Board of Admission staff. A reception with students, faculty, and administrators in Davis Lounge will be held each day at 3:30. The remainder of the time, however, will remain unscheduled so that guests can be free to visit classes, have meetings with teachers, deans, and other college personnel, participate in recreational sports, attend guest lectures or performances, and talk to students in and out of the dining rooms.

Each visitor to the campus will be assigned a student hostess who will act as her guide and suggest activities for her during her stay. A pre-freshman may stay overnight in a residence hall if she cares (and dares) to sample dormitory life.

In 1974, nearly 200 students visited Wellesley during Open Campus Days, and even more may be expected this year.

Residential Policy Committee: Tentative dorm renovation plan

by Vivian Pliner '76

At this point in the semester, the Residence Policy Committee is involved in determining the rooming policy for the following year. This is certainly the most time-consuming aspect of their work. On April 3, the meeting was begun with a representative from Stone-Davis, asking for consideration concerning rooming the floor representatives these two halls will have instead of heads of house. The plan for Stone-Davis involves having one floor representative on each floor for each hall: ten in all. The representative who came to the meeting asked that rooms he retained for each floor representative; this would allow the candidates for this position to be chosen from the entire campus. The alternative would be for the floor representatives to he chosen after rooming for the fall semester has been completed, thus reducing the number of possible candidates to 216, the number of residents rooming in both halls. A motion was made by the Committee to allocate five rooms in each hall in excess of those retained for dormitory officers, and it was accepted by a majority. This plan would allow each dorm officer to hring one friend along with them. A motion allowing Beebe, having two co-presidents, to retain four rooms, two for the presidents, and two for their friends, was tabled until a further date.

The main part of the meeting was devoted to the subject of dormitory renovations. Andrea and Hugh Browning, architects who worked on renovations lust year, along with another member of their firm, were guests at the April 3 Residence Policy Committee meeting: the purpose of their visit wits to get an idea of what the Committee members felt were the most important areas for renovation. Their ideas were based on the results of the renovation questionnaires which were circulated across campus last week. The Brownings cited figures from last year's work which involved kitchenettes and study rooms in various dorms. The cost came to approximately $100,000. They felt that Beebe was next in line for renovations, it being the least attractive of all the halls. A tentative program that the pair worked out would come to $400,000, this figure including work done in Severance, improvements on their kitchenettes, Tower Court, carpeting of the hallways, and other work in other dorms. However, their working budget at the present would be the same as last year — $100,000. The Committee felt that Beebe was first in line of priority of work to be done, with kitchenette improvements next in line. The Brownings will be visiting all the halls to assess the work to be done. As of yet there are no finalized plans.

The remainder of the meeting was spent continuing work on the rooming policy. When it is completed, a summary will appear in this paper.

AIESEC meets for seminar

Boston businesspeople and students from fifteen northeastern universities and colleges will be among the seminar participants this Saturday in the Wellesley Regional AIESEC Conference. AIESEC is an international student organization which offers its members the opportunity to experience employment abroad in the economic and business fields. All Wellesley students with interests in foreign trade, marketing and commerce are encouraged to attend the morning sessions in Tower and Davis lounges and the afternoon seminar and film in ZA.

Schneider Events

Friday, April 11. Coffee House, 9:30: Donny Rubinstein.
Saturday, April 12. Main Stage, 9:00: Noonan, Levi and Househmand, band from Yale.

Asia Awareness Month

A series of events in April, jointly sponsored by Slater International Center, the Chinese Department, and the Wellesley College of Asian Association:

APRIL 11 "Spring Fever II" a party. Stone Dining Room 8:30 PM
APRIL 15 Daniel Schecter, news editor of WBCN and an anti-war activist, will speak on the current INDOCHINA scene. Mr. Schecter travelled extensively in southeast Asia last fall. Davis Lounge 8:00 PM
APRIL 19 KOREAN DAY 1:00-3:30 Korean Woman. Panel discussion at Slater.
4:00-6:00 Films "Little Dream Come True" documentary on "Korean Art", Pendleton E. 112
7:30-8:30 Tae Kwon Do demonstration Schneider Link.
8:30 Party, with Asian games food at Slater.
APRIL 21 Films to be shown in 222 Founders 4:00-5:40:
1. "Rent Collection Courtyard", a dramatic animation film depicting the sufferings of the Tayi peasants before liberation. 12 min. black and white, in English.
2. "8 or 9 in the Morning". A film by elix Greene on education in China. 25 min. color and in English.
3. "Two Sisters of Grassland", a Chinese revolutionary cartoon. 60 minutes, in Chinese with English subtitles.
APRIL 28 talk and discussion group to be lead by invited speakers on VIETNAM. details to be announced later.

In addition, a Chinese brush painting demonstration and a talk on Malaysia are being planned. Please check your weekly Bulletin for more information.

The Human Sexuality Conference

Sunday, April 13
2:30 p.m. 200 Billings
Art Exhibit Lecture by Janice Y. Morgan.

Monday, April 14
7:00 p.m.
Freeman Living Room
Panel and Film on Lesbianism.

Tuesday, April 15
7:00 p.m.
Davis Living Room
Lecture on Erotic Literature by Arthur Gold.

Wednesday, April 16
7:00 p.m.
Severance Living Room
Relationships: Variations on a Marital Theme (panel)

WOMEN/EROTICA An Art Exhibit 200 Billings

Schedule

11 a.m. to 2 p.m.	April 9
4 p.m. to 7 p.m.	through
	April 11
Noon to 2 p.m.	April 12
5 p.m. to 8 p.m.	
1 p.m. to 7 p.m.	April 13
11 a.m. to 2 p.m.	April 14
4 p.m. to 7 p.m.	through
	April 17

Lecture by Janice Y. Morgan: Sunday, April 13, 2:30 p.m. 200 Billings.

Sexuality series begins tonight

Tonight marks the opening of a three-part lecture series by Lorna and Philip Sarrel, nationally recognized experts in the study of human sexuality, and staff members of the Yale Health Center. The lectures, open to the Wellesley College community through preregistration, will be followed by small group discussions led by members of the College's faculty and staff.

The weekend lectures are part of a two-week program focusing on various aspects of human sexuality planned by students and staff. Included in the series of events is an exhibit in 200 Billings called "Women/Erotica." Featured here will be the works of six New England women artists. The exhibit will include nude paintings by Yvette Bouchard, jewelry by Carol R. Cohen, charcoal and pencil works by Carole Bolsey, and ceramics by Lee-Ann Chellis-Wessel and Charlotte Shoemaker. Janice Yvonne Morgan, who is exhibiting self-portraits, will give a gallery talk on Sunday, April 13, at 2:30 p.m.

With the exception of the Sarrel lectures, the public is invited to all other events in the series.

See schedule at left.

Hayden: 'You have to be toughminded.'

by Anita Prince '76

Wearing thick-lensed glasses, and a simple jacket with a white shirt and bow tie, and topped by hair neatly parted on the side, Robert Hayden, a Black poet, appeared on campus Monday, April 7th.

Beyond this unassuming appearance I soon discovered was a dynamic exuberant man. Asked after the lecture a question that usually comes to mind in relation to poets namely, "How does one survive?" Mr. Hayden responded by saying that it is an "endless conflict". In his role as a professor academic demands provide a constant source of frustration. He says, "It is the routine that gets to you . ... "trying to write and work also has never worked out to my satisfaction". Just the same he still manages to write. How does he do it? Well, in a way that is by no means pleasant, i.e. forcing himself up to write in the wee hours of 3 and 4 o'clock in the morning. Nevertheless he is thankful for the teaching profession. It is "the least of evils when it comes to poetry. teaching provides me with an opportunity to encourage students interested in the creative field. If you are drawn to write whether good or bad, do it! Other wise you'll never find yourself."

Another source of frustration rests in the attitude among some of his students which he expresses as, "You are dead." To them he has no existence beyond the classroom. Quite to the contrary, Robert Hayden is a man who exists very much beyond academic surroundings and beyond most mundane activities of the day. He is a person who feels life with a stabbing intensity that involves him totally in all that takes place around him. Ordinary activities or encounters during the course of the day, move him to such an extent that he is forced to write in order to ease his mind.

On one such occasion at a run-of-the-mill historical site, while other people were stuffing themselves with hotdogs and blindly snapping pictures, he recalls saying to himslef, "My God, let me write a poem, I can't hear it." As a result of this reaction he created "On Look-Out Mountain" a poem that puts into words an emotion that otherwise would have dissolved.

Haydens particular sensitivity for historical events is evidenced further in his historical poems, notably, "The Dream 1866," — by the way his confessed favorite poem, and "Runagate, Runagate" one of his most popular poems characterized by its alive and pulsating rhythmn.

The ear for pulsating rhythmn could be traced back to an early childhood interest in the Blues. As a boy he collected Bessie Smith's records, all of which were destroyed by his father who considered Bessie Smith "the whore of Bahylon". But Hayden's fascination for the Blues singer did not fade and later learning of her death in a night club brawl he was moved to write "Mourning poem for the Queen of Sunday".

The inspiration for "Witch Doctor" was a man who, he recalls chuckling, "was a mess", a man about town who was up to no good but who had nevertheless Hayden says, "a certain flair, ... , and if you're going to be a charlatan you might as well do it with flair."

Some of the other poems he read were "Flying Objects" a comical poem concerning UFO's, "Frederick Douglass", "Electrical Storm" and an excerpt from. "Middle Passage".

In response to a question I posed after the lecture: when did he first know that poetry was his vocation, he responded that he had always read a lot but at the age of sixteen he was "hit with the urge to read all the poetry I could and I spent all my time reading one poem after the other".

The last impression of Robert Hayden is that of a man who is a modest, hard-working poet, an artist who is constantly "Thinking seriously about the relationship of art to life," a dedicated teacher who believes in getting involved, and finally a man who is beyond a shadow of a doubt, very much alive and well.

(Robert Hayden received his graduate degree from the Univ. of Michigan. He is a recipient of among other awards, the World Festival Grand Arts Prize for Poetry; 1966, a Rosenwald Fellowship, a Hopwood Award in 1938 and 1942, and a Ford Foundation Grant 1954. Some of his present publications include *Kaleidoscope: Poems by American Negro Poets*, 1963; and *Afro-American Literature and Introduction;* 1972.

Photojnurnalist John Morris. photo by Sasha Norkin '75

Photojournalism's Morris

by Sharon Collins '77

Editor's Note: John Morris was the first guest in a series entitled "Photography Within the Humanities". On Monday, April 7, he conducted both a morning and an afternoon discussion session, and in the evening, he delivered a lecture which was open to the public.

"One of the great sins of journalism is its underestimation of the aesthetic value of photo-journalistic work," said John Morris, Picture Editor of The New York Times from 1967-73. "Editors must realize that photographs are works of art and they must be careful not to crop out composition." Before he joined the Times, Morris had affiliations with Time and Life magazines, Ladies' Home Journal, Magnum Photos, and the Washington Post. He is currently the editor of the New York Times syndication service.

"Although one of the reasons for newspaper photos is to break up columns of type thereby drawing the reader's attention, one must realize the important cumulative effect which pictures have on public opinion," Morris explained. "Picture choices are value judgments," he continued. "and the choice of photos, along with decisions regarding the relative importance of articles, have a great deal of power."

Morris admitted to being somewhat perplexed on the issue of the limitations of the press. "Free press is only as free as we can make it by probing," he said, "however, we can't allow a large press corps to invade important governmental meetings — with all those extraneous people around, little serious debate could take place."

One semi-solution seems to be for newspapers to often depend on photographs taken by the official presidential photographer. "The problem with that," mused Morris, "is that it gives the White House the power to deal out these 'inside' photos like playing cards. They could deal out all the face cards and forget the jokers!"

Speaking about a distinction between "art" photos and "journalistic" photos, Morris expressed his opinion that no clear-cut distinction is valid. "Journalistic photographs can be works of art... I think that the fundamental criterion for judging if a newspaper picture is a work of art is to decide whether or not it transcends the time at which it was taken, whether or not it will be meaningful in the years to come."

"We're still trying to digest the impact of television visually," Morris said. "I think that is why often a still picture has a more intense impact on a viewer than does a news film of the same event."

Commenting about the now-defunct Life magazine, Morris stated that he misses it because it was one place to look for a portfolio of the current best photographs. "It was a vehicle of photographic communication which many of us miss," he said. He attributes the decline of Life to rather widespread criticism that it was becoming too politically reactionary, too superficially humanistic, and too gimmicky.

Morris expressed his pleasure with being the 'guinea pig' in the lecture series. "You all are quite lucky," he told the audience at his evening presentation. "You will be hearing from a number of incredibly excellent photographers in the next several weeks ... and I'm lucky to be here first and get it over with before the rest of these fantastic people arrive!"

Quackser Fortune in Boston

by Betsy Sherman '78

Ever since his first screen appearance as the harried young man who futilely tries to keep calm as he, his car, and his fiancee are being kidnapped by Bonnie and Clyde, Gene Wilder has come to represent the repressed, neurotic modern whose twitching exterior is eventually allowed to explode into the wonderful hysteria of a Leo Bloom ('The Producers') or a young Dr. Frankenstein.

The fact that Wilder can play this role better than anyone else may justly lead to the suspicion that this is the only role he can play. No further proof is needed to dispel this suspicion and to establish Wilder's true dramatic and comic genius than that furnished by the rediscovery of an early Wilder masterpiece, 'Quackser Fortune Has a Cousin in the Bronx,' which will be playing at the Park Square moviehouse April 9-14.

Besides providing Wilder with an antithesis to his previous roles, the open warm-hearted Irishman of the title, 'Quackser Fortune' made in 1970, is an original and successfully executed movie. It is set in present times, a fact which becomes only gradually apparent as we realize that Quackser is an anachronism; he is a manure peddler, following the horses of Dublin with his cart and selling the manure to the local housewives for their gardens. But it is only a number of weeks before Dublin's delivery horses are to be replaced by more efficient trucks, a fact of which Quackser manages to remain happily oblivious.

The opposing forces of horse and automobile are the background for the relationship between Quackser and Zazel, a rich girl from Hartford studying in Dublin.

Margot Kidder, as Zazel, has all the markings of the classic rich-bitch, but Gene Wilder's total control of his character, and the complete lack of affectation and cliche in the script keep their relationship from becoming that heavy-handed "poor-uneducated-man and rich-intellectual-woman" stereotype.

Director Waris Hussein's portrayal of Dublin is one of deep affection and we are always aware of its presence by the way it is so closely entwined with Quackser's personality.

The city seems to age by decades perceptibly as we realize that it is passing Quackser by. The cars and trucks become hostile beings that threaten Quackser.

But Quackser, true to his nature is always responsive to his environment. Wilder fits himself into the character so adeptly that he can show emotion, often very comically, without the facial contortions we are so used to seeing from him.

As his environment changes, so he must change, both in view of the demise of delivery horse in Dublin, and in view of his relationship with Zazel. In one highly emotional and very funny scene, Quackser vents his anger on both points by freeing all the former delivery horses which are waiting to be shipped to the slaughterhouse. Quackser expresses his frustration in action, not in hysterics, and here again Wilder is totally convincing, without losing any of his kinetic comic energy.

It is Quackser's amazing resiliency and imagination that help him to overcome the opposing forces of which he had before been oblivious. That he can adapt without losing any of his sensitivity or wit makes a classic statement that romanticism can survive even in the machine age.

God and Mrs. Satan together

by Ann Hedreen '78

With a title like *God and Mrs. Satan*, one would expect a little fire and brimstone, or at least thunderous theological debate, from George Gipe's new play. However, the Boston Repertory Theatre's premiere production is quite smooth and well-behaved. The story of a scandal between two dynamic Victorian figures, one a respected minister and the other an advocate of free love and women's suffrage.

The play is based on the confrontation between Henry Ward Beecher, one of the most famous clergyman of his day and a pillar of conservative, well-to-do New York society, and Victoria Claflin Woodhull, an outspoken proponent of free love, women's suffrage, communism and a reputed clairvoyant. Woodhull threatened to tell her lecture audience and all the New York newspapers of Henry Beecher's numerous clandestine affairs if he would not introduce her to a public audience. He refused, and she astounded Beecher's millions of admirers by revealing his "human weaknesses."

The script is an interesting exploration of two characters who are at directly opposite poles, yet seem magnetically compelled towards one another. However, it relies too heavily on cliches that are jarringly out of the historical context. Such lines as "Let me make one thing perfectly clear," designed only to amuse the modern audience, seem in poor taste for a play whose essence is not purely comedy. At some points, in the play, the actors seemed to be parodying rather than playing their characters, humoring them instead of making them human. Whether this was a fault of the actor, script, or director is difficult to distinguish.

Virginia Feingold, as Victoria Woodhull, had a good physical and vocal conception of her character — she seemed to have caught the spirit of her Victorian feminist. However, Feingold lacked the zest and chrisma of a woman as fiery and unconventional as Victoria Woodhull, and the stage presence necessary to make the role come alive.

As Henry Ward Beecher, Joseph Wilkins' appearance was perfect: his make-up, a two-hour task, was smoothly done and convincing, his costume rumpled but proper. In his voice and movements Mr. Wilkins seemed completely at ease in his role. Unfortunately, he was not treating Henry Beecher as a many-faceted human being, but as a mimicry or caricature of the man. Although he invoked plenty of laughs with his all-too-familiar, politician style, he did not come across as a real person beset by the spiritual turmoil a man in his situation would experience. This problem of character as opposed to caricature affected the interaction between the two actors. They each seemed more eager to incite the audience's laughter than to react to each other and reveal the tense bond, hovering between passion and hatred, between them. Their performances only skimmed the top of the complex, electric relationship developed between Beecher and Woodhull in their emotionally charged meeting.

Although it lacks much of the intensity its playwright was striving for, the Boston Rep's production of *God and Mrs. Satan* is worth seeing for its historical interest, for its exposure of the hypocrisy of Victorian morals and the difficulty of overcoming that hypocrisy. It is interesting to view a play by a still unknown playwright, George Gipe, and, for those who dislike long plays, it runs only an hour and fifteen minutes. The Boston Repertory Theatre is a small, initmate, friendly company, and though they may not have grasped the full intent of Gipe's play, their efforts are not without merit. *God and Mrs. Satan* can be seen every Wednesday night at 7:30 for only a dollar — and it is not often that one can see a world premiere of a fairly promising play for one dollar.

Poetry Reading

South African poet Wally Serote will give a reading of his work Wednesday April 16 at 7:30 in the faculty lounge, third floor Green.

Mr. Serote was born in Johannesburg in 1944. He was imprisoned under the Terrorism Act in June 1969 and released nine months later without being charged.

Jumping off the Roof:

An Experimental Theatre production: an original multi-media women's experience with slides, dances, music, acting, etc. To be performed April 12 & 13 in Jewett Auditorium at 8:00 p.m. Admission free with Wellesley or MIT I.D. Tickets $1.00 at the door.

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Stevens Fellows Travel in Africa

Two Stevens Fellowships have been awarded for 1975-76 to Ann Anderson '57 of Chicago, Illinois, and Francille Rusan Wilson '69, of Oakland, California, both for travel and study in Africa. The Alice Elvira Stevens Traveling Fellowship carries a stipend of $3,000 a year for travel or study outside the United States.

Anderson will spend her year in Egypt relating, in photographs, elements of contemporary Egyptian life with similar features of ancient life as depicted by Pharaonic artists on tomb walls. Her project is a visual documentation of a life style which continues to exist after 5,000 years but which is severely threatened by the rapidly increasing industrialization of Egypt. Taking leave from her post as Assistant Professor at the School of the Art Institute of Chicago, Anderson will be based in Cairo, traveling to archeological sites and to outlying villages.

Nigeria, Zaire and Tanzania are the primary destinations of Francille Wilson. She plans to study of the participation of women in the national economies of these and other African countries, and the factors which may have influenced these roles. Wilson's project evolved from observations made on two previous trips to Africa with her husband, Ernest J. Wilson, III. Another product of these trips is a soon-to-be-published tour guide of West Africa on which the Wilsons collaborated. Wilson is presently Acting Head of the Ethnics Studies Department and Acting Assistant Professor of Ethnic Studies at Mills College in Oakland.

The Stevens Traveling Fellowship, established by the will of Alice A. Stevens '91, is available to Wellesley graduates of at least 25 years of age. According to the will, "Preference shall be given to persons with a good temper and a natural generosity of view when confronted with alien conditions, common sense in observing and comprehending social, economic and political situations, a strong desire to travel and a deep 'love' of 'beauty.'" Further information of this fellowship is available at the Office of Financial Aid, Wellesley College.

Nelson Darling talk, con't.

Continued from page 1

less need to divert alumnae gifts from the endowment fund to the operating budget than anticipated. Darling said that unrestricted alumnae gifts are being used, in part, to meet the challenge of the Kresge Science Foundation, which offered the College $1 million towards the new Science Center if the College could raise $14 million more.

When asked by a student about the importance of a new Science Center in a liberal arts institution, Marshall Goldman pointed out that a liberal arts education involves science, which is admittedly more costly to teach than other disciplines. There was a need for an appropriation for some academic building and it was deemed most beneficial in the long run to build a new building, rather than to renovate Pendleton. The benefits from the Science Center will be two-fold as Pendleton can then be used to relieve overcrowding in Founders.

Darling also discussed the high cost per student at Wellesley in comparision to similar institutions such as Smith, Bryn Mawr, or Barnard. Although he strongly emphasized that the trustees look at the total needs of Wellesley itself, as well as the amount spent per student in comparison with other schools, Darling said that budget limitation is still necessary. He stated that the budget continues to increase every year, but with rising costs, expenditure restraint is necessary. Warning against unlimited spending, Darling said "Trouble hits five to ten years after it originates," and as costs rise, so must tuition, to keep providing about 50% of the net educational cost.

Students asked who decides how the money is spent. Darling stated that the trustees delegate responsibility for preparation of the budget to the college administration. They do not see themselves as educational experts, but they do examine the budget proposed by the administration and try to maintain reasonable overall limits. Priorities are established by the rest of the Wellesley community through the Finance Committee, which has faculty and student representation.

Here, many students expressed a desire for increased communication between themselves and the administration about the budget. "We don't feel that we are consulted" and "We need to know where the $500 rise goes" were a few of the frustrations voiced. Students asked Darling if the closing of two more dining rooms would save moneys which could then be used for counseling, or similar student services. He said that every budget decision is a question of priorities. Students agreed that this was where the communication problem comes in.

Darling pointed out that almost half of any group is always unhappy with every decision. The group's reaction was that if students were polled as extensively about the budget as they are about rooming, everyone would feel a little better.

Sigma Xi lecture

Social Responsibilities of the Mathematical Profession will be this year's topic for the annual Sigma Xi lecture to be held Tuesday, April 15 at 7:30 in Pendleton 112 E.

The speaker will be Dr. F. Joachim Weyl, Dean of Sciences and Mathematics at Hunter College in which capacity he has served since 1968.

Dr. Weyl holds a Ph.D. in mathematics from Princeton University. He was awarded the Meritorious Civilian Service award of the U.S. Navy and the National Civil Service award in 1964. In 1965 he was given the Distinguished Service Award by the Department of Defense.

The entire College community is invited to attend this lecture.

History lecture

On Wednesday, April 23, at 8:00 p.m. Professor Spitz, one of the foremost scholars of the Reformation in America will speak in 105 Pendleton West. He is the author of *The Renaissance and Reformation Movements*, *The Religious Renaissance of the German Humanists*, *Conrad Celtis: German Arch-Humanist*, and numerous articles on the Renaissance and Reformation. He is also the American editor for the *Archive for Reformation History*, the major international journal for Reformation studies.

The talk is sponsored by the Departments of History, and Religion and Biblical Studies, and a reception will follow in the Davis Lounge, Schneider Center. Call 379 or 384 for Info.

Cross-registration

Applications for Wellesley-MIT cross-registration for Semester I, 1975-76, will be available for Wellesley students starting April 14 in 339B Green Hall. They will be due no later than April 25. If you wish to take a course at MIT in the fall, you must make application now!

Music Box

The Wellesley College Choir, directed by William Herrmann, and the M.I.T. Glee Club, directed by John Oliver, will sing Henry Purcell's "Te Deum in D Major" and Joseph Haydn's "Theresienmesse" in a concert this Sunday at 8:00 p.m. in Houghton Memorial Chapel.

Soloists will be Shirley Perregaux, soprano; D'Anna Fortunato, alto; Frank Hoffmeister, tenor, and James Maddalena, bass. The concert will be conducted by Mr. Herrmann and is open to the public free of charge.

* * *

The M.I.T. Symphony Orchestra will present a concert Thursday at 8:30 p.m. in Houghton Memorial Chapel.

The program will include *Overture to "Des Teufels Lustschloss"* by Schubert, *Portals for String Orchestra* by Carl Ruggles, *Piano Concerto in A. major. K. 488* by Mozart, and *Concerto for Orchestra* by Bartok.

Conducted by David Epstein, the M.I.T. Symphony Orchestra is a full-sized ensemble composed of over 90 musicians from M.I.T. and Wellesley.

The Wellesley concert begins the annual spring tour for the orchestra which will travel to Brown University, the University of New Hampshire and the University of Connecticut. A special Bicentennial concert will be performed at M.I.T. on May 10.

Emphasis on careerism increases, con't.

Continued from page 4

you think it is important. It is the fault of the faculty if it does not arrange itself in a way to justify its interests." He goes on to state, "The college needs a systematic reorganization. Only through prescription can you see relations through courses"

He continues that, although not feasible now, what he'd personally like to see is a return to "an old fashioned system with a certain amount of classics and math ... (providing) a sense of relation between faculties of knowledge." He explains "student confusion on the ends of education are a result of the confusion in the curriculum itself. A faculty member now is only responsible to his own course and department."

Wellesley College Faculty Seminar

A small but remarkable step was made to begin faculty discussion on education in the forming of the First Wellesley College Faculty Seminar. This committee, made up of deans and faculty members from different departments met regularly throughout fall term. According to the committee's report (available in Gold's office) "the great single achievement of the seminar, in the view of all but one of the participants, was that it brought minds together on a common subject of a specific intellectual density and of a particular interest."

The reported results are diverse and exciting. The reader sees the committee members honestly evaluate themselves and the educational process of which they are a part. At times while reading the report one feels she is witnessing the actual exchange and is struck to find statements such as "Certainly, if students had been present at the seminar, they would have been deprived of the comfortable illusion that time's gentle passage will put a period to the problems of adolescence."

One is struck again and again by the depth of the perceptions and comments touching on a subject that can be dealt with as superficially as, say, careerism.

It is touched on, for example, in the general discussion on "the question of commitment": "We worried over problems of commitment possibly specific to the educated woman. We rehearsed briefly the familiar argument that tradition trains the woman to hold herself in a state of general readiness, uncommitted, unspecialized, lest she waste her energy in the development of a skill which she will not be free to practice."

We went over this old argument, but we also considered its more contemporary converse: the damage to ideals of a liberal education consequent on too early a choice of career, to intense a commitment to that other marketplace — not the marketplace of ideas at all — in which talents are bought and sold, the value of the person becoming practically indistinguishable from the vocation she is able to practice.

"We only worried about these things. We had no fresh ideas. Indeed, in general we were struck by the poverty of our own imaginations, when it came to a solution to the problems that ail the University in general and our institution in particular."

And it is confronted head-on, more positively but just as honestly by Blythe Clinchy, Assistant Professor of Psychology, in her personal statement on "Relevance and Rigor." Following Carl Bereiter, she distinguishes between "training" and "education." "Training aims at producing a performance or skill (reading, writing, diving, etc.), while education means the deliberate cultivation of the development of whole *persons*. I think the conflict between prevocational (Pre-med, pre-graduate school in psychology, etc.) and "liberal arts" may be seen, roughly, as a conflict between training and education.

"I do not believe in this distinction. Most of the interesting things we have to teach fall in both categories or neither. I think remedial skill training empty of genuine "content" is of very limited value. One learns to reason well, I think, not by doing forty syllogisms a day but by thinking about things important to one's whole self..."

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ON THE SQUARE IN WELLESLEY

Hardworking crew Headed for Brown

by Mary Young '76

Wellesley's own 6:30 a.m. gang, the intercollegiate crew team, will seek the fruition of their labors tomorrow against Brown in Providence.

"It's going to be a great race," said coach Mayrene Earle, "I'm really looking forward to it. It'll be a test for the crew and a fun experience."

Ms. Earle has a nucleus of top performers that will nail down five spots in the varsity shell. Captain Peggy O'Neal '76, Barb Alexander '76, Pam Owensby '75, Karen Noack '78 and Jean Curran '75 rowed in the Head of the Charles this fall, when Wellesley did "the best they've ever done," said Ms. Earle.

"We were only about 10 seconds behind Brown at the Head," said Ms. Earle, "so there's a chance." She had her crew on running and weight training before Spring Break, and afterwards it's been two weeks of workouts on the lake, each an hour and a half long.

Betsy Holton '75, Mary Lou Welby '75, Libby Brooks '78 and Nel Monsor '77 are candidates for the remaining spots in the varsity boat. Ms. Earle hopes to take two boats to Brown, enlisting coxes Mary Stephenson '76 and Patty Glovsky '78 to steer Wellesley through. Laura Hodges '78, a veteran of prep school rowing, rounds out the promising corps of coxes.

A handful of rowers from the fall have not returned, Ms. Earle said—"that's tough." But a group of JV rowers with high potential promise to keep the hull rolling.

Jamie Suhino '75, Kelly Lukins '78, Helen Fremont '78, Melanie Ingalls '78 ("a lot of potential"), Cathryn Trobisch '78, Diane Young '78, A.J. Johnston '76, Megan Hall '78, Morgan Mitchell '78, and Kim Cooke '77 form the JV squad.

Wellesley is up against formidable crew programs in every race it undertakes this season. Most crews train until Christmas and pick up again in January as a fully-coached team, Ms. Earle said, most with more than one coach. By the end of February they're on the water, she explained, and it means at least a six-second difference in final times, according to Radcliffe coach John Baker.

Wellesley's short season may include a race with Exeter Academy. The grueling Greater Boston Meet with M.I.T., B.U. and Radcliffe goes 2000 meters, twice the distance of the Brown race and the all-important Easterns which follow May 11. Rowing 2000 meters is equivalent to rowing around Lake Waban one and a half times. "It's a whole different training," said Ms. Earle, who has no time whatsoever to change her team's entire training regimen. "We'll just ignore that and peak for the Easterns."

The Hunnewell estate formed the scenic backdrop to an intercollegiate foursome rowing Friday in blinding snow. Bow Pam Owenshy '75, Melanie Ingalls '78, Diane Young '78, stroke Jamie Sabino '75 and cox Betsy Holton '75 will put two weeks of such hard core preparation (some call it lunacy!) on the line tomorrow against Brown.

photo by Mary Young '76

Sailors Excel

by Sally Newman '76

This past weekend the sailing team sailed with great success in their first two intercollegiate regattas of the season.

On Saturday, Kim Miskell '77 skippered for Brenda Kelly '78 in the Regis Bowl, hosted by Wellesley. Nine schools raced amidst the falling snow flurries. When we gathered at the boathouse in the morning to prepare for the regatta, we shovelled snow from the bilges of the boats! Kim and Brenda sailed very well in the shifty wind, finishing second to M.I.T.

Two Wellesley crews journeyed to the Upper Mystic Lake Sunday where Jackson hosted a regatta in Larks, 14-foot planing-hull sloops similar to 420's. The sailors that day were, A-division, Sally Newman '76 skipper, Liz Sanders '77 crew, and B-division, Kim Miskell '77 skipper and Kathy Ploss '76 crew. The temperature was again near 40 degrees, so that when the blustery puffs made several boats capsize, their crews scurried with more than usual haste to right them and continue in the race.

Wellesley again placed second with 22 points. Jackson won with 17 points, the low score of the 11 participating schools.

Sally Newman finished as the best skipper in the A-division with a 1-1-2-2 series for the lowest point total, while the B-division boat had an 8-1-5-2 series.

With a start on the season like this, we are all optimistic about the rest of the season. We are looking forward to our future regattas, which include, among others, the eliminations for the women's nationals.

Need some sun For lacrosse!

Good weather will hopefully bring more candidates to lacrosse practices, held Monday through Thursday from 4:30 to 6 p.m. on the Mary Hem fields. Coach Shiela Brown says 17 people have shown up so far. Depth is needed, however, for the team's solid five-game schedule, which leads off Thursday at B.U. at 6 p.m. For information about the lacrosse team, contact Carol Charpie '77 or Debby Allen '77, sport heads.

The 1975 lacrosse schedule is as follows:

Wellesley Lacrosse, 1975

April 17
at B.U., 6 p.m.
April 22
Jackson home, 4 p.m.
April 23
Mt. Holyoke home, 4 p.m.
April 29
Radcliffe home, 3:45 p.m.
May 8
Worcester home, 3 p.m.

Come cheer the team on!

Sports perspective: Mary Young '76

A traditional Requirement

All of the student input into the physical education department's questionnaire this fall has yet to be answered by new or renewed department policies.

What place is there for a physical education requirement at Wellesley? Everyone, including members of the department, has a hard time deciding where P.E. fits in at a small liberal arts college.

The arguments, pro and con, are rather obvious. On the one hand, individuals resent any requirement at a place where they have the most autonomy they've ever had and ever will have. The other side, of course, says they're glad someone *made* them get away from their books for awhile, because they never would've otherwise.

Fine. But consider, all you modern women, that athletic activity for women has formed the vanguard of the women's rights movement; that acknowledging women as capable in the late 1800's meant acknowledging that they were *physically* human beings. Wellesley's Henry Durant believed that P.E. would produce students "who could counter the myth that study ruined a woman's health," according to a Centennial publication. Matthew Vassar built the Kendrick gym right along with the first of Vassar's buildings; he was at least as emphatic on the subject. Though Wellesley's graduate program in P.E., at one time the best in the country, was scuttled by a later president, Smith's lives on today, a monument to that school's commitment to women's fitness and health.

In short, Wellesley and her sisters were the pacesetters, the pioneers, in acknowledging women's physical aptitudes and needs.

Now, when one looks at the present-day complaints, they appear in a different light.

"It's pointless because it doesn't really encourage physical activity—it can easily be avoided," says one student. The classes are too large, says one who's taken tennis, individual figure control, sailing and self defense. All result from a department bending over backwards to get people through the requirement, and they're trivial. Probably the most justifiable complaint is partner apathy—trying to learn tennis or self-defense when your partner's there in body only.

These problems don't convey what the P.E. faculty is going through now. Student feeling indicates a huge number in favor of a substantial requirement, and a huge number against it.

They can look back on Wellesley's commitment to P.E. in the past, and they can look at what happened to Smith and Vassar, who don't have requirements anymore. Says a Smithie, "The (P.E.) department's falling apart."

They deliberate on offering academic credit for gym courses, making it all optional or lowering the requirement. It's quite a can of worms.

The P.E. department exists to instruct and sometimes coach, but not come down with earthshaking philosophical department policies. No wonder they're having a hard time. If they come up with anything affecting the academic program, they face Academic Review Board, and that's even harder.

They've taken time and they're being careful on the P.E. question. I just hope they remember that required athletics have always been a part of Wellesley's success in giving women a liberal arts education, and have certainly been no hindrance to the success of her graduates.

Cheever House Exhibit

Currently there is an exhibit sponsored by Women Exhibiting in Boston (WEB) at the Center for Research on Women in Higher Education and the Professions at Cheever House, 828 Washington Street. The exhibit will be open to the community Mondays, Wednesdays, and Fridays from 2:30-4:30 through May 23rd.

We've joined national Athletics for women

by Mary Young '76

The Sports Association has voted to join the national Association of Intercollegiate Athletics for Women (AIAW) and its eastern affiliate, the EAIAW, next year.

Membership will give Wellesley recognition as a college with women's sports and a vote in all legislation, regardless of its size. Such a professional organization, many S.A. members felt, is the only way of communicating with the rest of the country and keeping abreast of women's collegiate athletics.

Wellesley students will also be able to compete in all national and regional competitions sponsored by these organizations, though it was also felt that much of the competition would be on a higher level than Wellesley could offer. Two Wellesley swimmers, Kim Cole '77 and Judy Morrison '78, competed earlier this month in the AIAW Swimming and Diving Championships in Tempe, Arizona and placed better than 20th nationally in their specialties.

Sue Tendy of the physical education department, who represents Wellesley at AIAW functions, stresses that it is not a student organization, but a group where Wellesley as a college can make itself heard. Another faculty member said, "If they (AIAW) don't get the support, then it's going to be under NCAA control," alluding to the ongoing feud between the two organizations over how women's collegiate sports programs should be administered.

Membership dues include $150 for AIAW and another $100 for EAIAW. The college must belong to both. S.A. considered asking the college for the money, but used their funds from SOFC instead to cover the amount.

At the same March meeting, S.A. also voted to recognize gymnastics as a sport in S.A. and welcomed the new gymnastics sport head, Caroline Erisman '77.

Buxbaum on fitness

Dr. Robert Buxbaum, a member of the Governor's Committee on Sports, will present a slide lecture on Tuesday at 7:30 in 105 Pendleton West to introduce the idea of adult fitness parks, or *vita parcours*, now being introduced to this country from Switzerland and Canada. The lecture is sponsored by the Department of Physical Education.

Fitness parks originated in Switzerland and were installed along highways as rest areas are in this country. The insurance company who built them felt motorists would reduce the number of accidents by stopping at these parks to refresh their minds and bodies.

A few of these parks have sprung up out West, usually consisting of some sort of jogging course and various exercise stations. Dr. Buxbaum is working on bringing the idea East through efforts in Auburndale and Scituate.

Dr. Buxbaum is an internist with the Harvard Community Health Plan and an Assistant Professor at Harvard Medical School. He also holds the position of Lecturer in Urban Planning at M.I.T.

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